

## EQUALITY IMPACT ASSESSMENT: PRO FORMA

<b>Name of Policy</b>	<b>Parental Involvement Strategy</b>
<b>Name/Designation of person responsible for managing this process</b>	<b>John Daffurn Professional Officer john.daffurn@eastrenfrewshire.gov.uk</b>
<b>Brief summary of policy/plan</b>	This strategy is a description of how the Education Department, schools and partner providers plan to give parents the opportunity to express their views and have these taken into account on matters affecting the education of their children.
<b>Is responsibility for delivering the policy/plan shared with others?</b>	Yes
<b>If yes, who are your partners?</b>	All educational establishments and partner providers

<b>STEP ONE: Identify aims and scope of the work:</b>	
<b>What are the main aims of this work?</b>	To involve parents in their child's education and that provided by the school generally. To give advice and information to parents in respect of their own child's learning. To promote and support the operating of Parent Councils in schools.
<b>Upon whom will this work impact?</b>	<b><i>Include all relevant groups and external stakeholders</i></b>  Parents All teaching and non teaching staff School pupils Partner providers
<b>What do we know about these groups in terms of each of the following?</b> <ul style="list-style-type: none"> <li>○ Race</li> <li>○ Disability</li> <li>○ Gender</li> <li>○ Religion or Belief</li> <li>○ Sexual orientation</li> <li>○ Age</li> </ul>	<b><i>Use existing data and evidence to provide specific information for race, disability, gender and any of the other strands that are relevant to the policy.</i></b>  All 24 primary schools, 7 secondary schools and Isobel Mair School fulfil their statutory obligation to set up and maintain a Parent Council.  Each Parent Council has drawn up its own constitution in line with national guidelines which do not require proportional representation from minority groups.  We are currently carrying out a voluntary data analysis to ascertain the make-up of Parent Councils with respect to race, disability and gender.
<b>What further information do we require in order to assess the potential impact of this work?</b>	More information on the make-up of Parent Councils across the authority in terms of race, disability and gender; the information is not yet collated.

<p><b>How and when shall we obtain this information?</b></p>	<p>This will be gathered from Parent Councils; the returns from Parent Councils are voluntary which may affect the accurate overall picture of representation of council members in terms of race, disability and gender.</p>
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**STEP TWO: Assess the impact of the work:**

<p><b>Taking account of the information noted in <i>Step One</i>, in what ways might this work impact positively on the groups identified?</b></p>	<p><b>List potential positive impacts. Make clear which group(s) are referred to.</b></p> <p><i>Improvements for parents in</i></p> <ul style="list-style-type: none"> <li>• <i>Greater parental involvement</i></li> <li>• <i>More effective partnership working</i></li> <li>• <i>Greater satisfaction in the way complaints are dealt with</i></li> </ul> <p><i>Improvements for pupils in</i></p> <ul style="list-style-type: none"> <li>• <i>Parents involved in supporting their learning at both school and at home</i></li> <li>• <i>Co-ordinated support is available for those identified as being at risk of underachieving</i></li> </ul>
<p><b>Taking account of the information noted in <i>Step One</i>, in what ways might this work impact negatively on the groups identified?</b></p>	<p><b>List potential negative impacts. Make clear which group(s) are referred to.</b></p> <p>Any/all of the groups highlighted may not be represented in proportionate numbers on Parent Councils and may consider that their voice is not represented. The Scottish Schools (Parental Involvement) Act 2006 does not require that there is representation therefore Parent Councils do not need to have this as part of their constitution.</p>
<p><b>In what ways might this work provide opportunities to <i>promote</i> equality of opportunity within the groups identified?</b></p>	<p><b>List opportunities. Make clear which group(s) are referred to.</b></p> <p>This policy will highlight to existing parent council members that there may not be sufficient representation from any/all of these groups within the membership of their council. It will also highlight the make-up of the wider Parent Forum and the possible need to create sub groups which might be more representative of it. This will be an area for the newly established group of school coordinators to promote across councils.</p>

How would we assess the potential risk of this work having a negative impact on each of the six equality groups?	<i>Assess the level of risk as High, Medium or Low(see notes in Appendix 1)</i>		
<b>GROUP</b>	<b>RISK</b>		
Race			Low
Disability			Low
Gender			Low
Religion or Belief			Low
Sexual orientation			Low
Age			Low

As a result of this assessment, what action shall we now take?  <ul style="list-style-type: none"> <li>○ Make amendments to the planned work?</li> <li>○ Add as priority in relevant action plan(s)? e.g. school improvement plan</li> <li>○ Undertake a further impact assessment?</li> <li>○ Implement the planned work?</li> </ul>	<i>Enter details and timescales of proposed action.</i>  Implement the planned work
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<b>STEP THREE: Monitor the impact of this work:</b>	
How shall we monitor the equality impact of this work on the groups you have identified?	Through the work of the Education Management Information Services(EMIS)
When will this work be reviewed and by whom?	On an on-going basis by the EMIS unit and through meetings of the Professional Officer with remitted responsibility for Parental Involvement and Parent Council Chairpersons

<b>Sign off impact assessment</b>	
Policy title:	East Renfrewshire Council – Education Department Parental Involvement Strategy
Name	John Daffurn
Signature	
Position	Professional Officer
Sign off date	